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ABSTRACT

Direct observation of preschool children and informal interviews with day care center personnel and parents indicated that 4- and 4 1/2-year-olds from families of low socioeconomic status lacked the social skills and training needed to interact in an appropriate manner with peers in a day care setting. Three times more negative physical acts and five times more negative verbal acts were committed by children with low socioeconomic status than by children with middle socioeconomic status. A social skills training program was designed with the general goal of teaching personal and interpersonal problem-solving skills that preschoolers could use when confronted with a variety of problem situations. Additional goals were to (1) increase children's language ability; (2) increase children's ability to give relevant solutions to interpersonal problems; and (3) decrease the amount of time children spent interacting negatively with others. A fourth goal was to obtain positive evaluations on the value of the program by participating teachers. Findings indicated that the eight children who underwent training increased their ability to give relevant solutions to interpersonal problems. This improvement resulted in at least a 20 percent decrease of negative physical and verbal behaviors in 63 percent of the children. A total of 87 percent of the children showed at least a 10 percent increase in conceptual skills. Teachers rated the program as valuable and noticed a decrease in negative behavior among the children. (Author/RH)

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IMPLEMENTATION OF A SOCIAL SKILLS TRAINING PROGRAM TO TEACH PERSONAL AND INTERPERSONAL PROBLEM-SOLVING SKILLS TO LOW SOCIOECONOMIC STATUS PRESCHOOLERS

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IMPLEMENTATION OF A SOCIAL SKILLS TRAINING PROGRAM TO TEACH PERSONAL AND INTERPERSONAL PROBLEM-SOLVING SKILLS TO LOW SOCIOECONOMIC STATUS PRESCHOOLERS

by

PAMELA FERGUSON-SMITH

CLUSTER XIII

A Practicum Report Presented to the Ed.D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1984

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8-12-84
Date of Final Approval of Report

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ABSTRACT

Implementation of a Social Skills Training Program to Teach Personal and Interpersonal Problem-Solving Skills to Low Socioeconomic Status Preschoolers.
Ferguson-Smith, Pamela, 1984: Practicum Report, Nova University Ed.D. Early Childhood Education Program
Descriptors: Social Relations/Low Socioeconomic Status Children/ Early Childhood Education/Pre-School Children/Parent Participation/ Behavioral Techniques/Cooperative Play/Role Playing/Modeling/ Social Skills Training/Affective Behavior/Black Students/Prosocial Behavior/Aggression/Oppositional Behavior/Play Therapy/Interpersonal Interaction/Social Isolation/Rejection/Adult Social Reinforcement/Piagetian Theory/Learning Activities

The problem that this practicum addressed was that four and four and-a-half year old preschoolers from low socioeconomic status families lacked the social skills and the training needed to interact in an appropriate manner with peers in a day care setting. Direct observation in which a time sampling technique was used and informal interviewing techniques of day care center personnel and parents indicated that a problem did exist. Results of the baseline study showed that there were three times more negative physical acts and five times more negative verbal acts present among low socioeconomic status children than in middle socioeconomic status children.

The writer's goals were: (1) to increase the preschool children's language ability; (2) to increase the preschool children's cognitive ability to give relevant solutions to real-life interpersonal problems; (3) to decrease the amount of time in which preschool children spend interacting negatively with others. A social skills training program was designed with the goal of teaching personal and interpersonal problem-solving skills that preschoolers could incorporate and use when confronted with a variety of typical problem situations. A fourth goal was to get positive responses on the value of the social skills training program by having day care center teachers answer survey questions.

All eight of the children involved in the training program increased their cognitive ability to give relevant solutions to real-life interpersonal problems. This resulted in a decrease of negative physical and verbal behaviors of at least 20% in 63% of the children. Eighty-seven per cent of the children showed at least a 10% increase in conceptual skills. Day care center teachers rated the program as valuable in helping students increase cognitive ability to solve interpersonal problems. Teachers also noticed a decrease in negative physical and verbal behavior among the children involved in the training program.

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C H A P T E R O N E
INTRODUCTION

A. Description of Community, Including Economic and Geographic Factors

This practicum involved nursery school children, ages four and four and-a-half. The setting took place in a South Florida day care center. The day care center is located in Carver Ranches, an unincorporated, black area west of Hollywood. The Carver Ranches area is a black populated area of approximately 8,000 people. The socioeconomic status in Carver Ranches ranges from lower class to middle class families.

The day care center was funded by the federal government and the state of Florida's Title XX program. Families eligible for Title XX funds and services (food stamps, clothes, day care, etc.) were referred to as "poverty stricken." A family of four earning $9,000 or less per year were eligible to receive Title XX services.

There were 154 infants and children who attended the center. Their ages ranged from six weeks to five years old. All of the children were black. The majority of children who attended the center were from lower class and single parent families. All resided in the Carver Ranches area. Many of these families lived in government housing and were on welfare. Few parents earned a high school diploma; therefore, most had laborious jobs which paid only minimum wage.

Because the center was federally funded, fees for tuition and meals were accessed by the family's income and size. Some

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children did pay the full amount to attend (two years and under $43.00 per week; two years and above $37.50 per week). However, the majority of families did not pay the full cost. Some parents paid as little as fifty cents per day for each child attending the day care center. Some parents paid nothing at all.

An example of the family size and income explained what made a family eligible for free tuition and meals (see Table 1).

Table 1

Reduced Income Scale for Families at the Carver Ranches Day Care Center

Number of children in family	Eligible if yearly income is below stated amount
1	$5,429
2	7,099
3	8,770
4	10,440

The Carver Ranches Day Care Center made use of what used to be a Broward County elementary school for structured classroom activities. This building, presently an adult education center, was located directly across the street from the center. Areas for resting and small group activities were located in the day care center. A completely fenced-in playground was provided for the children at the day care center. The center was adequately stocked with toys and stimulating materials.

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The day care center offered a year-round program. It was suggested that children were in attendance each day. To benefit from the entire program, children should have been in the center by 9:00 a.m. School officially ended at 5:30 p.m. (All children should have been picked up by this time.) However, many children left the center much earlier.

The day care center personnel included a director, two assistant administrators, seven teachers (certified in child care), and 20 teacher aides. Most staff members seemed to have had a genuine interest in the youngsters. Besides teaching and supervising playground and special activities, many staff members helped collect clothing, books and toys for the children, helped recruit children for the program and made smocks for the children to use in the classroom for painting.

In observing parents during evening pick-up time on five different occasions, it was noticed by this writer that the majority did not spend time conversing with teachers about their child's day. In speaking with the parents, most were employed and spoke of going home as reporting to a "second job." Therefore, many parents rushed in and out of the day care center because the home duties were waiting. Parent interest in the children's day care program appeared to be very low. The writer expected to hear questions from parents such as, "How did my child work today?"- or "Were there any problems?" No questions of interest were asked by parents during the five observation periods.

B. Writer's Role and Responsibilities

This writer is a teacher of emotionally handicapped students at the elementary level in Dade County, Florida. Previous teaching experience includes high school aged emotionally handicapped students and profoundly retarded teenagers and adults. This writer has also been employed as a behavior specialist in a group home for retarded and autistic children. Educational background includes a masters degree in specific learning disabilities and emotionally handicapped; and an educational specialist degree in administration and supervision.

This writer, whose interest is in early childhood education, had been a volunteer in the Carver Ranches Day Care Center for eight months. The majority of volunteers were a vital part of the day care school program. They assisted in the classroom and in social services. Some specific jobs in which volunteers assisted the staff were:

-accompany and assist teachers with field trips.
-supervise playground activities, such as table games, dress up games, and musical activities.
-tell or read stories to children.
-car pool.
-help collect clothing and toys for the children.
-help recruit children for the program.

The writer's responsibilities were to supervise playground activities and to assist and instruct a group of ten to twelve four and four-and-a-half year old preschool children when needed. The writer visited the day care center during the afternoon hours (between the hours of 3:00 p.m. and 5:30 p.m.).

Initially, the writer made daily visits to the day care center for one week, forty-five minutes to one hour per visit.

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In the three following weeks, two (thirty minutes in duration) visits were made each week. In the three weeks thereafter, the writer made one visit per week, nearly an hour each visit, to keep in close contact with the children and staff members. During these visits, the writer visited mainly with eight children labeled as belonging to low socioeconomic status families. The writer read stories to the children, engaged in arts and crafts activities with them, or just observed the children on the playground.

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CHAPTER TWO

STUDY OF THE PROBLEM

A. Description of the Problem Situation

Low socioeconomic status preschool children (ages four and four and-a-half years old) were observed in a day care setting during play time. These children frequently engaged in negative physical and verbal acts. Negative physical and verbal acts are defined below.

Negative Physical Acts-attacking or attempting to attack another with enough intensity to potentially inflict pain (e.g. biting, kicking, slapping, hitting).

Negative Verbal Acts-making fun of, shaming, or embarrassing another intentionally (humiliation); commanding another to do something and demanding immediate compliance, plus threatening aversive consequences if compliance is not immediate (negative command).

Discipline problems occurred frequently, according to teachers and aides at the center. These problems were handled by the child's teacher, assistant administrator, or the director. The staff members attempted to correct these behavioral problems without corporal punishment. Procedures required that parents be notified of constant misconduct or serious offenses. Parents were mandated to come in for a conference if these offenses occurred. At this day care center, there was a policies manual

in operation. According to the day care center policies and procedures guidelines, hitting other children, biting, throwing objects, and using profane language were serious offenses.

According to Bereiter and Englemann (1966), except when the children were instructed to yell or sing loudly during the instruction periods or the music period, they should be quiet and restrained. This meant no running, hitting, yelling, or tussling. The authors stated that even during the unstructured activity periods, the activity should be kept in a low key. Morrison (1983) suggested that a teacher's time and energy should be spent in developing strategies to help children with their problems.

The problem that this practicum addressed was that preschool children at the Carver Ranches Day Care Center (ages four and four and-a-half years old), from low socioeconomic status families, lacked the social skills needed to interact with their peers. Deviant interpersonal interactions (verbal and physical aggression), in a preschool setting, resulted.

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B. Documentation of the Problem

In this writer's practicum, the problem being faced was that four and four and-a-half year old preschoolers from low socio-economic status families lacked the social skills and the training needed to interact in an appropriate manner with peers in a school setting. The assistant administrator of the day care center agreed with this writer's findings. It was concluded that apparently, these children were never taught personal and interpersonal problem-solving skills that they could incorporate and use when confronted with a variety of typical problem situations. According to Spivack and Shure (1976), if children can be helped to develop cognitive problem-solving style for real-life problems and to generate their own ways of solving the typical interpersonal problems that arise during their day, they will be able to cope better than before and will manifest this improvement in changes in overt behavioral adjustment.

Time sampling was the technique used in gathering baseline information for the observational research with low socioeconomic status preschoolers. In using a time sampling checklist, the total observation period was divided into short time intervals for 60 seconds. One check was made in a given time interval for each occurrence of a category defined on the checklist. Baseline was taken for five consecutive days-three minutes per day (see Table 2).

Table 2

Negative Physical and Verbal Acts of Preschool Children at the Carver Ranches Day Care Center

Child	Negative Physical Acts	Negative Verbal Acts
Anthony	14	9
* David	4	0
Kisha	5	2
Joseph	16	15
Vincent	12	6
Jackie	1	1
* Michael	0	0
Unique	7	3
Milton	18	6
* Kevin	6	4
Kenny	15	11
TOTAL	98	57

*Not considered low socioeconomic status child

Results of this baseline study showed that these children from low socioeconomic status families were more physically and verbally aggressive than their peers who belonged to middle class families. (Middle class is defined: both parents work and earn adequate salaries; parents own their own home; children do not receive free or reduced tuition and meals.)

Low socioeconomic status children averaged 6.6 negative verbal acts and 11 negative physical acts (see Figures 1 and 2).

Figure 1

Negative Verbal Acts of Low Socioeconomic Status Children at the Carver Ranches Day Care Center

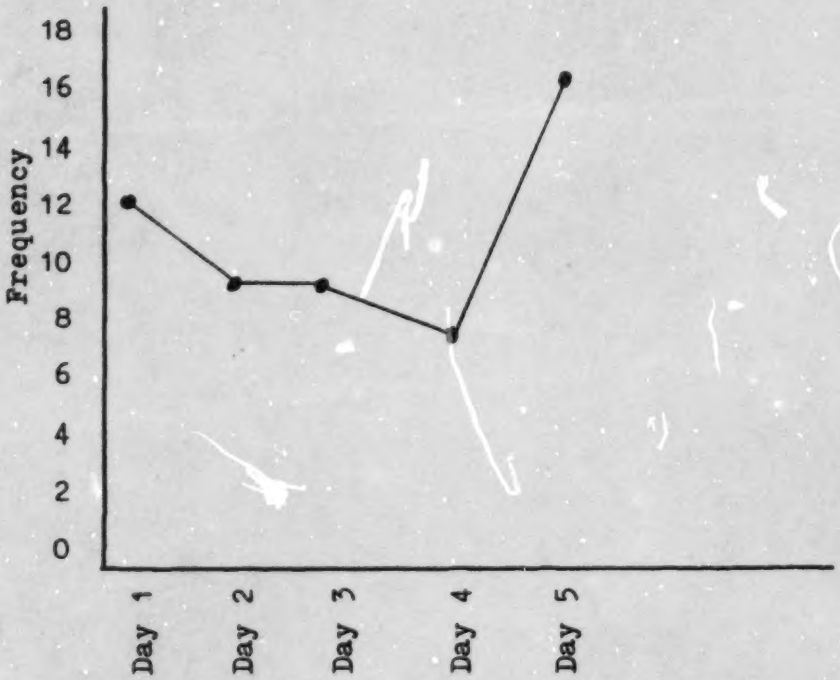
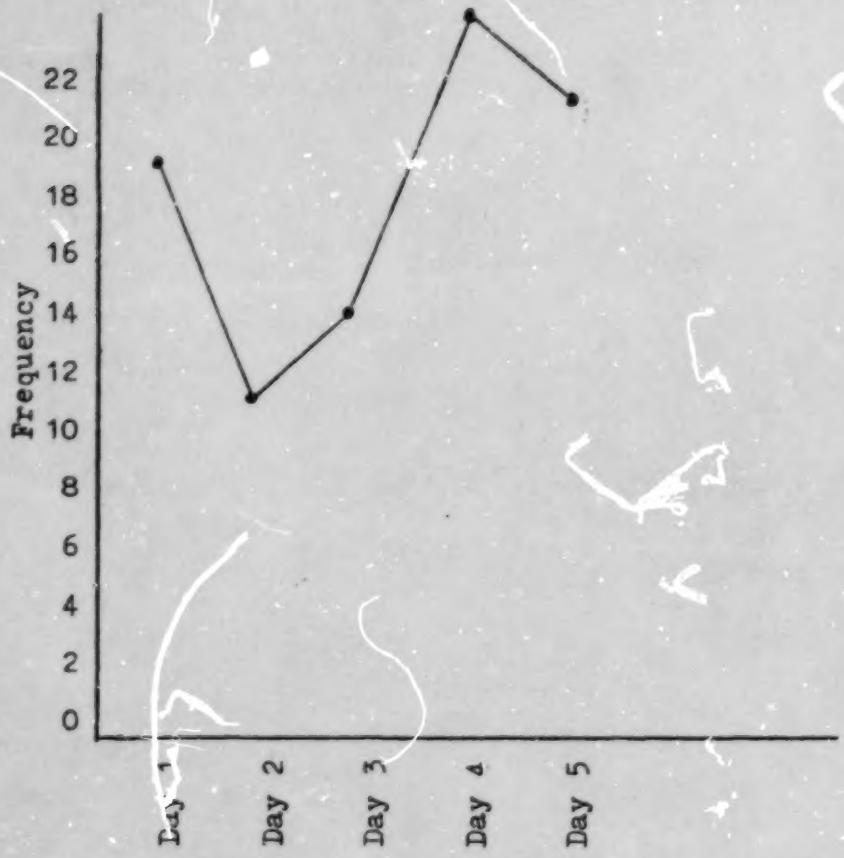


Figure 2

Negative Physical Acts of Low Socioeconomic Status Children at the Carver Ranches Day Care Center



Middle socioeconomic status children averaged 3.3 negative physical acts and 1.3 negative verbal acts (see Figures 3 and 4).

Figure 3

Negative Physical Acts of Children Not Considered Low Socio-economic Status at the Carver Ranches Day Care Center

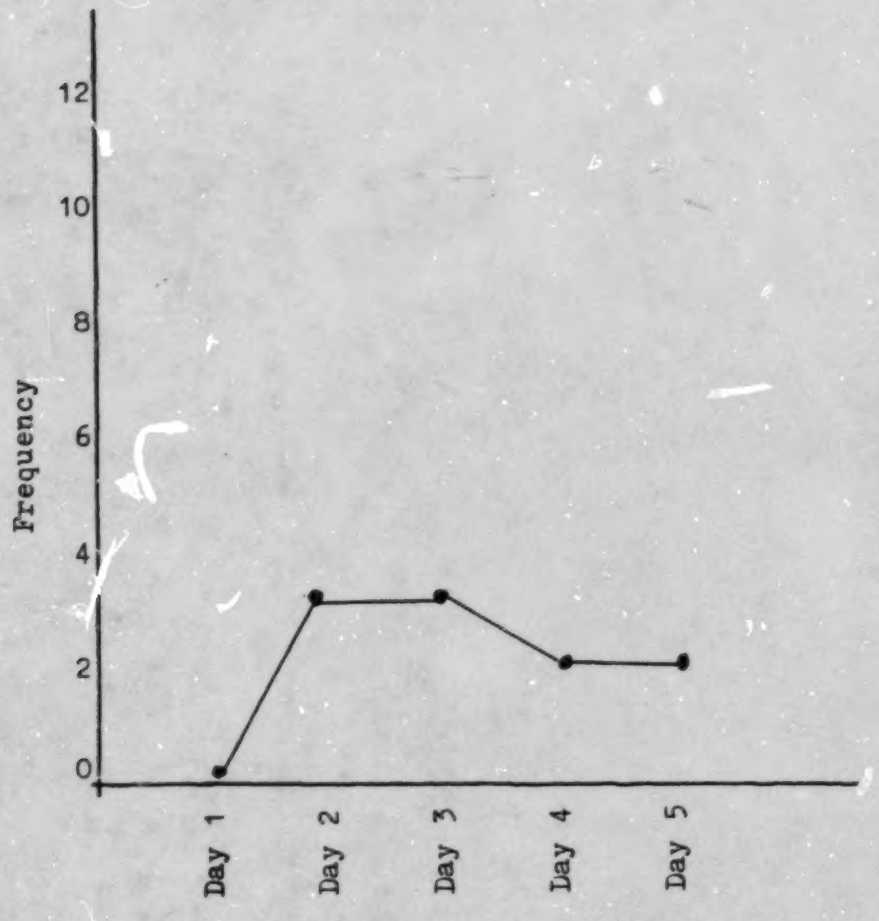
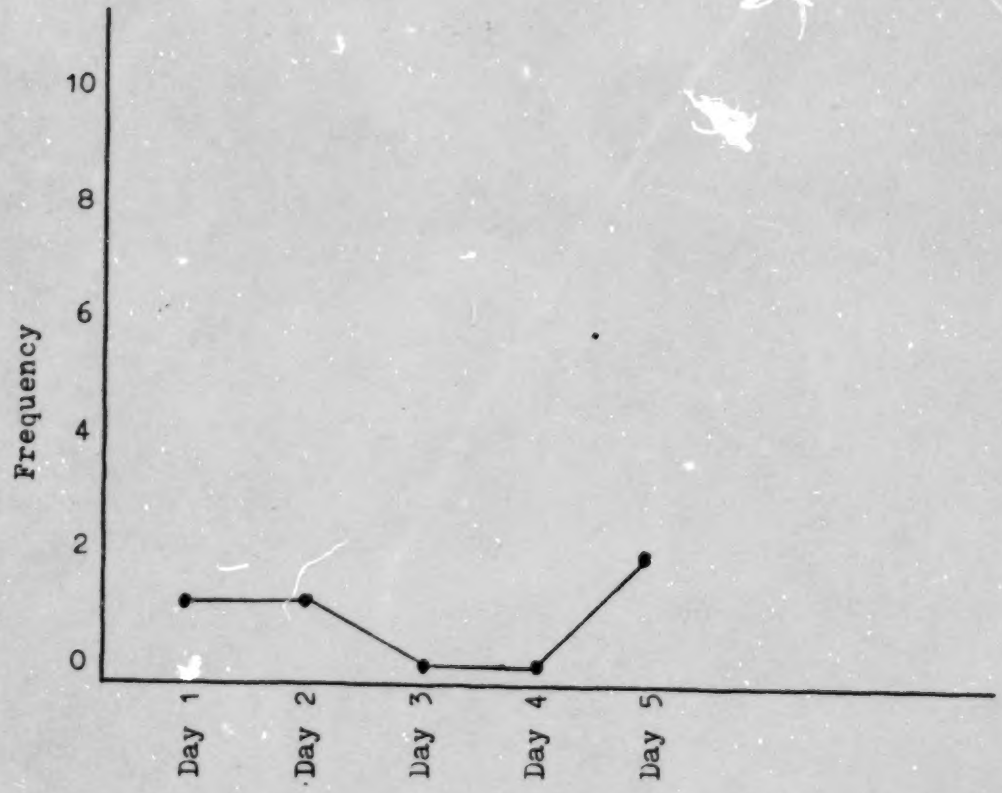


Figure 4

Negative Verbal Acts of Children Not Considered Low Socio-economic Status at the Carver Ranches Day Care Center



Three times more negative physical acts and five times more negative verbal acts were present among low socioeconomic status children than in middle socioeconomic status children. Bereiter and Englemann (1966) suggested that the inappropriate social behavior that many disadvantaged children revealed in school was best interpreted as lack of particular kinds of learning that were important for success in school.

Ferguson (1970) believed that during early childhood, aggressive behavior generally changed not only in overall frequency but also in form, in the circumstances that evoke it, and in the objects toward which it is directed. These changes were related in most societies to efforts on the part of socializing agents to curb the more unacceptable forms of aggressive behavior and redirect aggression toward the targets considered suitable in that culture. Ferguson explained that most parents in our own culture considered violent physical aggression directed toward themselves and other close relatives unacceptable and thus made some attempt to control it. However, parental socialization practices generally focused on the methods of discipline used in the shaping of aggressive behavior.

C. Analysis of the Causes

An informal interviewing technique was used to gather information on the probable causes of the problem. Through interviewing day care center personnel and some parents, the writer discovered that many of the negative physical and verbal acts of the children were approved of at home. This was "acceptable" play to parents when they were growing up. Physical aggression may be a danger

sign in middle class children, but for many lower class children, it may be a routine way of settling disputes. Bandura (1973) found that aggressive children had experienced no more frustration in the home than their less aggressive classmates. Their aggression in school and on the playground therefore could not be attributed to the displacement of frustration at home. Rather it was discovered that the aggressive children had aggressive parents who actually approved of their children's aggression outside the home. The mothers and fathers of the less aggressive children generally discouraged aggression in their children.

Misguided or inept management practices were other probable causes for the problem. Many children were from single parent homes where the mother had to function as both the mother and father. A more permissive atmosphere could have resulted or, on the other hand, just the opposite. Physical punishment could be inflicted on the child for the least wrongdoing. Children, according to Lindzey and others (1976), who are frequently punished learn to be aggressive, although they may not show their aggression toward their parents; instead they displaced it onto other children or toys.

Through observation and in conversation with some of the day care center's teachers, aides, and parents, it was apparent that most were not aware of the principles they should follow in establishing appropriate behavior (e.g., reward the child who tries, avoid rewarding undesirable behavior, avoid shaming, etc.).

Many parents had not attended parenting classes or read books on parenting and teaching techniques for children. In a research study by Hess and Shipman (1965) middle-and-lower-class

black mothers were asked to teach their children certain things in an experimental situation. The lower-class mother seemed generally at a loss as to how to do it, could not give clear explanations, and did not know how to motivate the child. It appeared that the lower-class mothers had never attempted this kind of teaching before.

D. Relationship of the Problem to the Literature

Aronfreed (1968) had shown that the child's capacity for altruistic action was connected with his ability to discriminate factors in the social interaction process and with his experience of needs satisfaction in connection with the action. Aronfreed (1968) found that children between the ages of seven and eight were influenced more by cognitive perception than by threats of punishment in prohibitive situations.

Haswell and others (1982) discussed the period of oppositional behavior (beginning between 18 months and two years of age and reaching six years of age). Much negativistic behavior was said to be an expression of the preschool child's growing need for autonomy, a basic psychosocial task in the early years. According to the authors, some children seemed to fail to establish appropriate autonomy in the preschool years. Some children developed a lasting pattern of rebelliousness. The authors' goal was to develop techniques for dealing with negativism to aid children in developing a healthy balance between autonomy and cooperation, by providing both opportunities for independent action and experience with compliance to reasonable social demands.

Keller and Freese (1974) studied socially isolated preschool children who were exposed either to four videotapes in which social skills were modeled (treatment) or to four sequences of a nature film (control). Observations indicated that treatment produced increases in the frequency with which subjects dispensed and received social reinforcement and the frequency of social interaction.

O'Connor (1977) hypothesized that role-taking training would increase (1) role-taking skills and (2) relative amount of peer interaction as compared with adult interaction. Results were that experimental subjects increased significantly in spatial role-taking only, although changes in conceptual scores were in the predicted direction.

Studies of low socioeconomic status black children, according to Stevens (1982), have provided significant insights into the effects of preschool programs that produce immediate gains in intellectual functioning and that significantly enhance primary school achievement.

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CHAPTER THREE

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

A. Goals and Expectations

The preschool years are a period of expanding social awareness. Within the family, relationships beyond the mother-infant dyad exert important influences on personality formation. The young child's status in the family as well as the size and structure of the family group may influence his or her social development. The family's position in the larger society also significantly determines its function as a socializing agency, as is exemplified by the deviant social and intellectual development of the lower class or culturally deprived child. Social assertiveness and extroversion, social acceptance, leadership, and empathy seem to be interrelated interpersonal characteristics in this age period, and there is some evidence that they are facilitated by democratic child rearing.

The goal of the practicum was to help low socioeconomic status preschoolers develop a cognitive problem-solving ability for real-life problems. Low socioeconomic status children should also have learned to generate their own ways of solving the typical interpersonal problems that arise during their day. Thus, they should be able to cope better than before and should manifest this improvement in changes in overt behavioral adjustment. To achieve this level of functioning, preschoolers were taught certain language and cognitive skills needed in solving real interpersonal difficulties (see Appendix A). Finally, the staff members were expected to demonstrate an understanding

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of specific strategies to foster positive interpersonal interactions among four and four and-one-half year old preschoolers. The writer disseminated information to parents and staff concerning the relationship between problem-solving and its effectiveness in changing behavior.

E. Behavior Expected

At the end of the practicum implementation period, a target group of low socioeconomic status preschool children at the Carver Ranches Day Care Center was expected to meet criteria on the objectives listed.

1. Six low socioeconomic status children out of eight will increase language ability by 10% after the training program.
   Assessment: Boehm Test of Basic Concepts A and B
   Pre-and-post evaluation
2. Six low socioeconomic status children out of eight will increase their cognitive ability to give relevant solutions to real life interpersonal problems by 10% after the completion of the social skills training program.
   Assessment: Preschool Interpersonal Problem-Solving Test (Shure and Spivack, 1974)
3. Six children out of eight will decrease by 20% the amount of time spent interacting negatively with others (refrain from hitting, kicking, taking other's possessions without permission, and arguing with each other).
   Assessment: Time samples prior to and following practicum implementation.

In addition:

4. Four out of five day care center teachers will answer appropriately to 80% of the questions on the value of the social skills training program to the preschool children.

   Assessment: Teacher Evaluation of program after implementation-see Appendix B

Objectives relate directly to the problems presented in Chapter Two.

Problems	Objectives
1. Preschoolers lacked the language concepts needed to solve interpersonal problems.	1
2. Preschoolers lacked problem-solving skills needed to foster positive social interaction with peers.	2
3. Misguided management practices by parents.	3
4. Day care center's staff members were not aware of principles to follow in fostering positive interpersonal interactions among preschool children.	4

C. Mechanism for Recording Unexpected Events

The writer hoped to achieve successful results after applying strategies to the problems presented in Chapter Two. A log was kept by this writer. In the event that an objective did not meet its standard of performance, additional information was documented.

D. Measurement of Objectives

The Boehm Test of Basic Concepts A and B, developed by Ann E. Boehm (1967), was used as a pre-and-post evaluation tool. The test was administered to the children as a group. The purpose of the test was to assess young children's knowledge of frequently used basic concepts widely but sometimes mistakenly assumed to be familiar to children at their time of entry to kindergarten.

The Boehm Test of Basic Concepts included 50 items concerning the child's understanding of space, time and quantitiy, plus a few miscellaneous concepts selected on the basis of their contribution to the internal consistency and validity of the test. The items were placed in two test booklets to facilitate administration in two sessions to children. The test took approximately 30-40 minutes to administer. The directions and test items (pictorial form) were clear and concise. The Boehm Test of Basic Concepts could be administered by teachers, aides, or paraprofessionals.

Reliability coefficients ranging from .68 to .90 were reported. Content validity seemed adequate since the test items were selected on the basis of the relevance to currently

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used materials beginning on the kindergarten level.

The Preschool Interpersonal Problem-Solving Test (PIPS) by Shure and Spivack (1974), was used to measure the child's ability to conceptualize different relevant solutions to two types of problems: (a) one child wants a toy another one has, and (b) a child wants to avert mother's anger after having broken something of value to her.

The PIPS test may serve as a criterion measure of social adjustment, an evaluation measure for training programs designed to enhance interpersonal thinking skills, or a research tool in any study which could measure the preschool child's cognitive ability to solve real-life interpersonal problems. The PIPS test was administered individually to the children and took between twenty and twenty-five minutes to complete.

Research and norms presented in the PIPS manual were based on four year olds, however the test could also be given to five year olds. The bulk of research had been conducted with black children. The PIPS test was very easy to administer. Teachers of four and five year olds, school psychologists, clinicians and researchers could find useful purposes for the PIPS test.

With the correlation of peer-and mother-type stories significant at .01, a child's score consisted of the total number of different relevant solutions to both problem types. Scoring reliability of pairs of independent scores had been attained on samples of scored solutions and their categories as well as on relevancy, enumerations, and repetitions. Scorer reliability was quite high, according to the manual.

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Validity of the PIPS test was evidenced by the research differentiation of behavior groups, its relationship to socio-economic group, its consistent change with change in overt adjustment, and its relationship to specifically interpersonal behaviors. All of these findings suggested the PIPS test measured what it purported to measure.

The time sampling technique described in Chapter Two was based upon an observation period divided into short time intervals for 60 seconds. It permitted the writer to give an account for each behavioral occurrence of a category defined on the checklist.

The teacher evaluation consisted of a list of five questions which demanded a response of True (T) or False (F). An opportunity was provided to state opinions by providing four open ended statements at the end of the survey.

E. Description of Plans for Analyzing Results

The Boehm Test of Basic Concepts was used as a pre-and post-evaluation tool. The children's knowledge of basic language concepts was tested. In analyzing results of data collected, the writer compared means and percentages. Scores were displayed in a table.

The Preschool Interpersonal Problem-Solving Test was used to analyze problem-solving ability. The child was presented with peer-toy situations and asked to supply solutions. The experimenter continued until the child ran out of options. The goal of the test was to elicit as many different solutions to problems as the child could think of. In judging whether or not goals had been

achieved, the writer compared means and percentages. Results were displayed in a table.

Time sampling, done at the beginning of the implementation period, was also charted at the end of the implementation phase. The total observation period was divided into short time intervals for 60 seconds. One check was made in a given time interval for each occurrence of a category defined on the checklist. Data was taken for five consecutive days--three minutes per day. A 20% decrease in the amount of time spent interacting negatively with others was expected by the preschool children. Results were displayed in a table.

Teacher evaluations were analyzed by noting an understanding of the social skills training program and its relationship to behavior changes in preschoolers. Open-ended questions were used to reflect a positive statement concerning the program. Answers to questions were given (see Appendix C).

Training Program Plan

Participants: 8 preschool children
Length of Training Program: 16 weeks
Length of each session: 30-45 minutes
2 days per week

Goal: The goal was to teach preschoolers to use language skills as a tool to solve interpersonal problems; and to get the children to think of alternative solutions to hypothetical problems and to encourage them to appreciate consequences.

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Weeks 1 and 2: Administer pre-tests, complete time samples, distribute schedule for training program.

Weeks 3 and 4: Language Skills

1.0 Game 1-Teach basic concept is

1.1 Game 2-Teach basic concept A-Some

1.2 Game 3-Consider negations Not

1.3 Game 4-Imagine alternatives Or-And

1.4 Game 5-Teach basic concepts Same-different

Content relates to Objective 1.

Weeks 5 and 6: Language Skills (continued)

2.0 Review basic concepts-Repeat Games 1-5

2.1 Game 6-Identifying emotions: Smiling-Crying

2.2 Game 7-Teach concepts: If-Then-Not

2.3 Game 8-Teach concepts: Happy-Sad, Same-Different

2.4 Game 9-Teach concepts: Happy-Sad, How Can We Tell?

Content relates to Objective 1.

Weeks 7 and 8: Language Skills (continued)

3.0 Review Games 6-9

3.1 Game 10-Finding out about individual preferences (animal pictures)

3.2 Game 11-Do You Like?

3.3 Game 12-Emotional Reactions

Content relates to Objective 1.

Week 9: Language Skills (continued)

4.1 Game 13-Teach concepts Why-Because

4.2 Game 14-Review concepts to date

Week 10: Problem-Solving Skills

5.0 Games 1-4: Children will respond to problems with alternatives.

Content relates to Objective 2.

Week 11: Problem-Solving Skills (continued)

6.0 Games 5-8: Children will respond to problems in terms of consequences to an act.

Content relates to Objective 2.

Week 12: Problem-Solving Skills (continued)

7.0 Games 9-12: Children will think of a solution to a problem and then think immediately of its consequences.

Content relates to Objective 2.

Weeks 13 and 14: Review

8.0 Review basic language concepts

8.1 Review problem-solving skills

Content relates to Objectives 1 and 2.

Week 15:

9.0 After the social skills training program has been completed, time samples will again be used in gathering

information for observational research.

Content relates to Objective 3.

Week 16:

As a result of the training program, the writer disseminated information concerning the effectiveness between problem-solving and changing behavior of children. Teacher evaluations were given out and results compiled.

Content relates to Objective 4.

CHAPTER FOUR

SOLUTION STRATEGY

A. Discussion and Evaluation of Possible Solutions

Several behavior procedures have been used to increase the interpersonal accompaniment of peer social interaction through the medium of play. Keogh and others (1973) employed teacher priming and the presence of gross motor equipment to increase the levels and duration of appropriate social interaction of a two and-one-half year old male. Shure (1976) used active teacher involvement and teacher structured free-play to improve social interaction deficits among young behaviorally handicapped children. Buell and others (1968) used priming techniques in order to accelerate play equipment utilization. Other researchers such as Holmberg and others (1972) likewise utilized behavioral procedures to investigate the relationship between social interaction and play experiences among young children.

Almy (1968), Herron and Sutton-Smith (1971), Leiberman (1965), Curry and Arnaud (1974), and Wolfgang (1974), have explained the value of thematic play experiences for enhancing the intellectual and emotional growth of young children.

It has also been assumed that social behavior is mediated by role-taking skills (Chandler, 1973; Hartup, 1970). However, little research has been done in the relation between role-taking and forms of social behavior. In a few correlational studies, the relation between role-taking and altruism has

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been investigated (Rubin and Schneider, 1974; Leckie, 1975). However, it seems to this writer that correlational studies do not provide a clear picture of antecedent-consequent relations. Leckie's research (1975) examined which forms of role-taking are necessary but not sufficient for certain forms of altruistic behavior.

Spivack and Shure's (1976) approach is quite different. They focus on problem-solving skills that indicate how a child views and handles personal needs or interpersonal situations which require resolution. For example, a child might have to discover what to do if he wants a toy and someone else has it. How the child thinks in such circumstances is relevant to his ability to handle everyday life problems-whether and how he thinks about the interpersonal situation, considers different things he might do and their implications for him as well as others, and sees outcomes relative to his own desires and feelings.

Other studies have focused attention on problem-solving and human adjustment. Meichenbaum and Goodman (1971) have conducted studies based on the assumption that children act impulsively because they do not think through the problem or situation confronting them. However, the problem presented to the children was impersonal. Meichenbaum and Goodman found it possible to train second grade children first to talk out loud and then to themselves about a problem. The children were trained to instruct themselves while carrying out a variety

of paper-and-pencil tasks varying in difficulty. As a consequence, impulsive handling of other paper-and-pencil tasks was reduced. There was no significant change in impulsive behavior in the classroom, however.

The data clearly indicated that these investigators had uncovered an area of thought process which held a direct relationship to human adjustment. These processes involved sensitivity to human problems, ability to imagine alternative causes of action, ability to conceptualize means to solve a problem, and sensitivity to consequences and cause and effects in human behavior.

Others facing similar situations might consider bringing in a consultant to conduct a social skills training program focusing on problem-solving skills. This solution was inappropriate because the funds were not available to pay a consultant. It was also felt that the staff would respond as favorably to this experimenter and could profit from the on-site training sessions.

Kohlberg (1969), using premises from Piaget, developed a theoretical model of social and moral development. This model starts with the egocentric child seeing all actions as right or wrong in terms of his own desires. Growing experience and knowledge of social and causal relationships produces a development from a personal and authority-steered to a principle-oriented moral approach. Kohlberg assumes this development to be closely bound up with general cognitive development. When children are

capable of generalizing, understanding other people's viewpoints and perceiving causal relationships in time and space, they can also understand the causes and consequences of alternative courses of action, feel sympathy and control their actions according to a system of norms.

The insight and partnership program (Karby and others, 1974) was designed to develop social and moral values concomitant with a democratic society. The program offers suggestions and methodological instructions for the teacher to use in encouraging three or four children to role play with puppets in conflict situations. The teacher induced the children to reflect on partnership activities and improve them through puppet dress.

Studies of child education in Sweden (Hess and Shipman, 1968) found that mothers from the lower social classes tended more often to "help" their children to resolve problem situations by giving them prefabricated solutions, while mothers with a better education tended more often to let the child test different ways of solving a problem and then discuss the alternative solutions.

Teaching a child how to think so that he can evaluate his solutions contrast with the approach taken by others. Holzworth (1964) taught young children "socially acceptable" ideas. Holzworth's results indicate that physically aggressive and grabbing behaviors in the classroom did not improve significantly. One reason could be that the child was simply told the merits of his ideas and not encouraged or taught how to evaluate them himself.

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Attempts to change behavior by altering thought processes have taken a different approach by directly telling the child what to say or do (Meichenbaum and Goodman, 1971). The fact that behavioral change did not generalize to other situations may be due in part to the fact that the children did not learn how to generate their own thoughts. It is more likely that children adjust across a range of situations when they acquire tools of thought that are useful and applicable from situation to situation.

In studies of the language of different social classes, Bernstein (1971) found that the associative and meaningful functions of the language were more limited in the lower social classes. Enhancing language and thinking skills can be judged as a prerequisite to the problem-solving skills to be learned. Bereiter and Englemann (1966) found that many four year olds do not have a real understanding of such words as and, or, and not--even though they use them.

B. Description and Justification for Solution Selected

The solution selected for implementation was a social skills training program for low socioeconomic status preschool children. The program focused on problem-solving skills that indicated how a child viewed and handled interpersonal situations which required resolution.

During a 16-week treatment period, 30 minutes a day, two days a week, eight preschoolers were involved in the social skills training program.

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The preschool children were taken through a series of games to enhance language and thinking skills judged as prerequisite to the final problem-solving skills to be learned. As Bereiter and Englemann (1966) have found, many youngsters do not have a real understanding of basic language concepts. Considering the aim of this program, it is necessary to ensure their mastery of such words beforehand.

Following the word-concept skills, the children were engaged in games and dialogues that taught interpersonal problem-solving skills. The aims of these games were to get the children to think of alternative solutions to hypothetical problems and to encourage them to appreciate consequences. In obtaining solutions and consequences, the children were guided through appropriate dialogues. However, the children were not told a particular solution or consequence-unlike Meichenbaum and Goodman's study (1971) where the children were directly told what to do or say. This writer's approach is also unlike Holzworth's approach (1964) where the youngsters were taught socially acceptable ideas. The social skills training approach used by this writer is superior to other techniques because the child was allowed to test different ways of solving a problem and was also allowed to discuss the alternative solutions to problems.

In role-taking training, correlational studies did not provide a clear picture of antecedent-consequent relations. In addition, little research had been in the relation between role-taking and forms of social behavior.

Training sessions were chosen after this writer read Problem-Solving Techniques in Childrearing (Spivack and Shure, 1978).

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According to the authors, a key determinant of the quality of social adjustment is a set of mediating skills that define one's capacity to think through and solve interpersonal problems. Shure and Spivack's (1974) manual served as a model for this training program.

The solution was appropriate for the Carver Ranches Day Care Center because the games and dialogues were enlightening for this age group of low socioeconomic status children and the afternoon hours (when implementation took place) were convenient for the staff members and for the writer.

C. Calendar Plan

1. Review of literature concerning aggressive behavior among preschoolers.
   February-March, 1983
2. Practicum problem questionnaire and review of literature submitted to reviewer.
   March, 1983
3. Permission to implement plan obtained from assistant director of day care center.
   May, 1983
4. Collected baseline information of preschool children.
   June-July, 1983
5. Selected tests to measure results of language concepts and problem-solving skills.
   August, 1983
6. Writing of proposal.
   September-December, 1983

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7. Beginning of implementation of practicum.

   Weeks 1 and 2:

   a. Pre-tests of preschool children.

   b. Completed time samples to assess positive interaction.

   c. Distributed schedule for training program.

   January, 1984

8. Training Program

   a. Language Skills-Weeks 3-9

   b. Problem-Solving Skills-Weeks 10-12

   c. Reviewed language and problem-solving skills-Weeks 13-14

   January-March, 1984

9. Collected and compiled post-test information.

   April, 1984

10. Completed time samples to assess positive interaction.

    April, 1984

11. Distributed teacher evaluation survey.

    April, 1984

12. Writer evaluated results of program.

    May, 1984

13. Practicum report written.

    May, 1984

14. Presented practicum report to reviewer.

    June, 1984

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CHAPTER FIVE

RESULTS, CONCLUSIONS, RECOMMENDATIONS, DISSEMINATION

A. Results

This practicum was designed to help low socioeconomic status preschoolers develop a cognitive, problem-solving ability for real-life problems. The Boehm Test of Basic Concepts A and B, the Preschool Interpersonal Problem-Solving Test (PIPS), and time samples were measures used as pre-and post tests. In addition, the writer gave evaluations to five day care center teachers on the value of the social skills training program.

The results of the Boehm Test of Basic Concepts showed very good improvement in listening and conceptual skills. Percentile scores shown in Table 3 reveal increases in six out of eight children. Thus, this objective was met. Percent of increase ranged from 13% to 50%. Anthony had the greatest increase in percentile rank from 40% to 60%.

Table 3

NAME	BOEHM 1/84	BOEHM 3/84	AMOUNT OF INCREASE	PER CENT OF INCREASE
Anthony	40%	60%	20	50%
Kisha	65%	80%	15	23%
Joseph	45%	45%	--	--
Vincent	75%	90%	15	20%
Jackie	75%	85%	10	13%
Unique	50%	55%	5	10%
Milton	60%	75%	15	25%
Kenny	75%	85%	10	13%
GROUP MEAN	60.6%	71.8%	11	19%

Percent of Increase on Pre- and Post Testing with the Boehm Test of Basic Concepts

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The primary objective of the practicum was to increase the cognitive ability of low socioeconomic status children to solve real-life interpersonal problems. Eight children at the Carver Ranches Day Care Center were involved in a social skills training program two days per week for a period of sixteen weeks. To determine if the program stimulated the child's cognitive ability to give relevant solutions to real-life interpersonal problems, the Preschool Interpersonal Problem-Solving Test was employed. It was obvious during pre-tests that the children were not acquainted with language concepts and lacked the simple ability to conceptualize and figure out the best response to the problem situation. The treatment permitted exposure to language concept and knowledge needed to advance cognitive abilities.

The main issue in scoring was to identify solutions that were really different - and not enumerations of an earlier response, repetitions of an earlier response, and responses not relevant to the problem.

The test scores as presented in Table 4 shows at least an eleven percent increase in interpersonal problem-solving ability among the eight children. Percent of increase ranged from 11% to 100%, with a group mean of 53%.

Vincent and Jackie exhibited the largest increase in relevant solutions given. Their total number of relevant solutions to the problems stated increased by four. The smallest increase of relevant solutions made was by Joseph and Kenny. They increased in responses by one relevant solution. It is this writer's belief that the children's participation in the social skills training program was instrumental in the amount of increase.

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Table 4

NAME	TOTAL # RELEVANT SOLUTIONS 12/83	TOTAL # RELEVANT SOLUTIONS 3/84	AMOUNT OF INCREASE	PERCENT OF INCREASE
Anthony	2	4	2	100%
Kisha	5	7	2	40%
Joseph	3	4	1	33%
Vincent	7	11	4	57%
Jackie	5	9	4	80%
Unique	6	9	3	50%
Milton	4	6	2	50%
Kenny	9	10	1	11%
GROUP MEAN	5	7.5	2.4	53%

Percent of Increase in Relevant Solutions on Pre- and Post Testing with the Preschool Interpersonal Problem-Solving (PIPS) Test

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The third objective of the practicum was for six out of eight children to decrease by 20% the amount of time spent interacting negatively with others. This objective came very close to being met. Five out of the eight children decreased by at least 20% the amount of time spent interacting negatively. Time sampling was the technique used. Negative physical acts (e.g., biting, kicking, slapping, hitting, etc.) and negative verbal acts (e.g., making fun of, shaming, embarrassing, etc.) were counted. As can be seen in Table 5, only one child's score remained constant. Percent of decrease in negative verbal and physical behavior ranged from 4% to 75%, with a group mean of 32%.

Table 5

NAME	NEGATIVE VERBAL & PHYSICAL ACTS 12/83	NEGATIVE VERBAL & PHYSICAL ACTS 3/84	AMOUNT DECREASE	PERCENT DECREASE
Anthony	17	14	3	18%
Kisha	10	4	6	60%
Joseph	20	15	5	25%
Vincent	21	12	9	43%
Jackie	4	1	3	75%
Unique	7	5	2	29%
Milton	11	11	--	--
Kenny	23	22	1	4%
GROUP MEAN	14	11	3.7	32%

Percent of Decrease in Negative Verbal and Physical Acts on Pre- and Post Testing using Time Samples

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The final goal of the practicum was for the day care center teachers to feel that the social skills training program was valuable in helping preschoolers to develop a cognitive problem-solving style for real life problems. To determine the teachers' impressions of the program, a survey entitled Teacher Evaluation Survey was presented to five teachers. The survey consisted of five questions to be answered true or false and two statements which required opinions. The standard of performance was for four out of the five teachers to answer appropriately to 80% of the questions on the value of the program. The results were very favorable. Four out of the five teachers answered favorably to 100% of the questions. One teacher answered 90% of the questions favorably. The teachers commented that as a result of the program, the majority of the preschoolers did appear to interact in a more acceptable manner with their peers. Some of the teachers have decided to incorporate portions of the training program (language skills and problem-solving activities) into their daily activities.

Three out of the four objectives of the practicum were met. Increased cognitive ability to give relevant solutions to real life interpersonal problems were found after the use of the social skills training program. Deviant interpersonal interactions (negative and physical aggressive acts) for the majority of the preschoolers decreased most favorably. The results of the study are similar to the findings in the literature of other studies. As stated in Chapter IV, the findings are consistent. Spivack and Shure (1978), Bernstein (1971),

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and Bereiter and Englemann (1966) all found significant results by enhancing language and thinking skills. The Preschool Interpersonal Problem Solving Test results in this practicum reveal that most of the children had gained some increase in cognitive ability.

The implications of this practicum show that the low socioeconomic status children can develop a cognitive problem-solving style for real-life problems that arise during their day. Thus they cope better than before and manifest this improvement in changes in overt behavioral adjustment. The social skills training program should be part of the curriculum in preschools where there are low socioeconomic status children. This practicum, as well as other studies in the literature, have shown that disadvantaged children need exposure to language and problem-solving skills. They can be taught to understand language concepts and to increase their cognitive ability to solve interpersonal problems.

An unanticipated outcome of this practicum was that often during the pre-test, the children wanted to talk about their problems and not the hypothetical ones in the program dialogue. During implementation, the writer explained the significance of looking at all of the pictures, listening carefully, and responding only to the hypothetical problem-situations. When the children took the pre-tests, most of them listened to the problems at hand.

A possible negative side effect was the time of day implementation occurred. Implementation took place during the

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afternoon hours when the children were usually more tired. Perhaps there would have been even better results if an earlier time was chosen for implementation when the children were less tired and more attentive. However, the afternoon hours were more convenient for staff members and the writer.

B. Conclusions

In summary, three out of the four practicum objectives were met. As can be seen by the Preschool Interpersonal Problem Solving Test (PIPS), all of the eight children involved in the training program increased their cognitive ability to give relevant solutions to real-life interpersonal problems. This resulted in a decrease of negative physical and verbal behavior of at least 20% in 63% of the children (although a 20% decrease was hoped for in 75% of the children). These results were evident in the time samples done before and after implementation. 87% of the children showed at least a 10% increase in conceptual skills, as noted on the Boehm Test of Basic Concepts. Day care center teachers rated the training program as valuable in helping students increase cognitive ability to solve interpersonal problems, thus decreasing negative physical and verbal behavior.

The program implemented in this practicum will not give low socioeconomic status preschool children all of the language and the cognitive skills needed. However, it will enhance interpersonal problem-solving style and will not tell the child what he should do or say. The social skills training program enhances an approach to problem-solving and not the child's

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storehouse of solutions to specific problems.

C. Recommendations for Someone Implementing the Study.

1. Provide positive feedback. Be sure to indicate through praise, gestures, pictures, or some other method that progress is being made. Do not overdo praise so that it sounds artificial or untrue, but use it freely.
2. Strengthen by repetition. Return to earlier tasks often and always repeat the last few tasks performed at a prior session.
3. Show appreciation for real effort. Work at converting appraisal methods so that success is defined relative to child's base-line level and the progress he has made. Appreciation for goal achievement is also important, but should never be praised at the expense of real effort.
4. Maintain flexibility and enjoyment. The planned program should always be subject to modification.
5. Plan short, frequent, regular training sessions. Hold teaching sessions at the same time and place, and for no more than one half hour.
6. Provide close communication with the day care center teachers. Day care center teachers may be apprehensive about working with the person implementing a new program in their center. The implementer needs and should strive for continual support and assistance from day care center teachers.

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D. Dissemination

This practicum will be disseminated to the Carver Ranches Day Care Center staff and administrators. A copy will be left at the center for parents to view so that they are aware of the program contents and of the specific results of the program.

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APPENDIX A

Summary of the Training Program Dialogue

Games 1-5 Language Skills

The goal is to teach children to use language skills as a tool to solve interpersonal problems, imagine alternatives (or), and consider the negation (not). The first game teaches the concept is by simply pointing out that Mike (calling names of children in the group) is a boy and Jackie is a girl. It is important that the children pay attention because they must tap their knees if the writer points to a boy and raise their hands if the writer points to a girl. Besides requiring the children to listen, the movement maintains interest. To discuss A-Some, the writer will ask: "Is Mike some boys or is Mike a boy?" Children should reply, "Yes, Mike is a boy." The writer continues with each child in the group, sometimes in pairs (some) and sometimes one (a) child. To introduce the concept Not, the writer points out that Mike is a boy. Mike is not a girl. Next, the children will have fun with the word not by naming silly things they are not. To maintain interest, the children will be given objects, such as hats and flowers, and asked who is and who is not holding a flower (or whatever the object may be). To encourage the children to become aware of others, they are also asked what another child is and is not holding.

To teach the concepts Or-And, the writer will ask, "Am I pointing to Mike or am I pointing to Kevin?" The children should reply correctly. The writer will respond, "Good, I am pointing to

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Kevin. I am not pointing to Mike. Continue with a few children, switching between am and am not and pointing to Kevin (or other chosen child). The writer will then say, "Jackie and Nikki, come and stand up front. Is Jackie standing up front? Is Nikki standing up front?" Children respond, "Yes, Jackie and Nikki are standing."

The words Same-Different are important in naming new and different alternatives and in being able to discriminate between them in solving problems. The game used to teach these concepts is to have the children perform various movements with their bodies. Sometimes a child does the same thing as the writer and sometimes the group is asked to do something different from what the writer is doing. This game not only requires the children to think about the words same and different but also provides another opportunity to think about what other people are doing.

Games 6-9 Language Skills

To consider people's emotions in problem-solving, it is necessary to be able to identify them. Pictures and demonstrations of such expressions as laughing and crying are used for this purpose. If-Then statements teach children to reason in terms of cause and effect and appreciation of consequences.

Attending to others' feelings (happy, sad, mad) and preferences is an important element in later problem-solving ability, including consequential thinking. Exercises are conducted so that the child cannot see (the writer's face is covered with a

book) but can hear that the writer is happy by her voice and her laugh. Dialogues about what ears and eyes can and cannot do are included.

Games 10-13 Language Skills

In addition to using animal pictures to find out about individual preferences, a phrase children enjoy using to find out other people's preferences is "Do you like_____?" Beyond the ability to identify emotions is the need to be sensitive to other people's feelings in problem-solving. ("Let's pretend we know that Jackie likes candy. If Nikki let her have a piece of candy, would that make Jackie happy? How would Jackie feel if Nikki would not let her have a piece of candy?")

In understanding the effects of one's behavior on another and of others' behavior on oneself, the concept of causality is important. The why-because connective is important in evaluating solutions to an act as well as in situations where a problem could be avoided. A picture the children particularly like shows a girl having fallen off her bike and crying, and a boy standing near her. First the children are asked "How does this girl feel?" and then "How can you tell?" Next, the children are asked why she might have fallen off her bike, followed by "How can this boy make the girl feel happy again?"

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Problem-Solving Skills

In eliciting alternative solutions, pictures that depict a problem situation are placed on a blackboard. In one picture, a child and her mother are in a grocery store and the children are told, "This girl wants her mother to buy her a box of cookies." They are then asked what the girl might do or say so that her mother will buy her the cookies. In guiding these games, the writer will use the basic word-concepts taught earlier as probing techniques. After one idea is given, the writer follows with: "That's one idea. Now the idea of this game is to think of lots of different ideas, lots of different ways the girl can get her mother to buy her the cookies." Other examples include one child wanting another to sit down so he can see the storybook, and one child wanting another to help him put toys away. In addition to pictures, a problem is presented simulating a real-life experience. Each child is given an animal trinket and asked if he can think of a way to get another child to let him play with the one he wants. In these games any relevant solution to a problem is accepted, including forceful ones such as hit, snatch and kick.

In the next set of games, the writer elicits alternative consequences to an act and the children evaluate each consequence for themselves. The writer-guided dialogue uses many of the prerequisite tools. A sample problem is, "The boy wants this girl to let him feed the animals." After the solution is given ("push her out of the way"), the children are asked, "What might happen next if he pushes her out of the way?" After one response is

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given ("push him back"), the writer follows with: "That's one thing that might happen. If he pushes her, then she might push him back. Who can think of something different that might happen? She might push him back or she might _____." The writer also asks, "What might the girl do or say if he pushes her?"

After several possible consequences are offered, the teacher asks: "Who thinks pushing her out of the way is a good idea? Who thinks pushing her out of the way is not a good idea?" Each child is then asked why he thinks it is or is not a good idea. Four other situations are presented through pictures.

In teaching a child to think of a solution and then immediately of its possible consequence, four situations are presented. One example is a girl on a bike who wants a boy in a wagon to get out of her way so she can pass. The writer will say, "Today we are going to play our game in a new way. I'm going to ask you for one idea. I'm going to write it over here." The writer will draw a line down the middle of the blackboard and point to the left side of the line. The writer will ask: "Who has an idea of what this girl can do so this boy can get out of her way (the writer points to the picture of the boy and girl). After one solution has been offered, the writer will say: "O.K. Now listen carefully. If (repeat the solution) then what might happen next." If a consequence is not offered, follow with the remaining questions, such as: "What might _____ do (say) if _____?" As soon as one consequence is offered say: "O.K., that might happen. I'm going to put all the things that might happen next over here."

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"Now listen again. I'm back to this side of the board (pointing to the left side of the line). Now we need an idea again, something the girl can do or say so the boy will get out of the way." The writer will call on a child to respond. "Joey, what's your idea?" The writer will wait for a response. "O.K., if the girl (point to the girl and repeat the child's idea), then what might happen? What can I write on this side of the board?" Point to the right side of the line.

The writer will repeat this line of questioning, always alternating solutions and consequences, intermittently asking; "Is that a good idea? Why is that a good idea?" Such questions will be asked for nonforceful ("ask him") as well as forceful ("hit him") solutions.

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APPENDIX B

TEACHER EVALUATION SURVEY

I. Please answer each question, using either a (T) for True or an (F) for False.

1. ____The goals of the games covered are to teach the language of problem-solving and to teach concepts involved in interpersonal problem-solving.

2. ____We teach concepts of emotions because we want to make the child feel better.

3. ____When solving interpersonal problems, the child should think about the solutions, causes, and consequences.

4. ____If a child gives a response that does not make sense to the teacher, the teacher should ignore it.

5. ____In the problem-solving alternatives section, when a child says, "He could ask," the teacher should respond, "Good." True or False

II. Provide an opinion to each statement.

1. Explain how finding out about other people's feelings and preferences are related to the ability to solve interpersonal problems.

2. Explain why the teacher should ask the child for solutions and consequences rather than tell him what he could or should do and why.

3. Do you feel that the training program conducted was effective?

4. Would you be willing to incorporate this problem-solving approach into your daily plans?

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APPENDIX C

ANSWERS TO TEACHER EVALUATION SURVEY

I.

1. (T)
2. (F) We teach concepts of emotion because we want the child to recognize his/her own feelings; and we want the child to recognize the feelings of others.
3. (T)
4. (F) The teacher should ask why the particular response was made or ask another child if the first child fails to clarify it.
5. (F) The teacher could say- "That's one way. Now the idea is to think of a lot of ways. Can you think of a different way?"

II.

Acceptable answers:

1. It helped the child decide what (and what not) to do when relating to that particular person. If the child recognized that what he or she was doing was making another angry, he or she could do something different.
2. It was the child's thinking that was related to behavior, not the content of his solutions or consequences. Telling did not help the child learn to think. Also, the child was more likely to carry out ideas if they were his own than if they were suggested or demanded by the teacher.

APPENDIX C

ANSWERS TO TEACHER EVALUATION SURVEY

Questions 3 and 4:

The writer hoped to receive positive responses from at least four out of the five day care center teachers.

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